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ABSTRACT

General guidelines for teaching reading in content area classrooms and specific suggestions for a number of content areas are included. The general guidelines are intended to familiarize personnel with critical areas in which they can help in developing reading skills. They suggest that teachers be masters of content subject matter, be aware of students' needs in reading, attempt to motivate and instruct students in reading at their individual levels, and be familiar with common reading and language terminology and sources of information. Specific suggestions are presented for art, business, driver education, English, foreign languages, health, home economics, industrial arts, mathematics, music, physical education, science, and social studies. Each content area section includes sample lesson plans. General references are included. (MS)

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DESIGN FOR ACADEMIC EXCELLENCE

art
math
reading
english
history
industrial arts
home economics
physical education
foreign languages
driver education
business education
science
music

ED 059859

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Working Draft

of

Guidelines for the Teaching of Reading

in the

Content Areas

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Prepared by
Committee on Reading in the Content Fields
March, 1971

RE004 054

COMMITTEE

Representatives from the subject field departments listed below participated actively in the preparation of the guidelines on

READING IN THE CONTENT AREAS:

Art
Business and Distributive Education
Driver Education
English
Foreign Languages
Home Economics
Industrial Arts
Mathematics
Music
Physical Education
Science
Social Studies

Representatives of the following departments also aided in preparing the guidelines:

Educational Media Center
Elementary Education
Library Science
Model School Division
Reading Center
Staff Development

TABLE OF CONTENTS

	Page
Nature and Purpose of the Guidelines	1
General Guidelines	
I. Mastering Reading Content and Skills	2
II. Assessing Student Needs	2
III. Readiness and Motivation	3
IV. Mechanical Skills Related to Silent Reading	4
V. Mechanical Skills Related to Oral Reading	5
VI. Heterogeneity and Reading in Content Fields	6
VII. Techniques and Devices for Reinforcing Reading	6
VIII. A Glossary of Reading Terminology	8
IX. Professional Resources	10
X. Enrichment Resources	13
Specific Guidelines	
Art Education	15
Business Subjects	18
Driver Education	21
English	23
Foreign Language	28
Health Education	33
Home Economics	36
Industrial Arts	38

	Page
Mathematics	40
Music	47
Physical Education	50
Science	53
Social Studies	63
General Bibliography	67
Feedback Sheet	68

THE NATURE AND PURPOSE OF THE GUIDELINES

The purpose of these materials is to suggest general and specific guidelines for teaching and reinforcing reading skills in all content fields.

A part of the section on specific guidelines contains a variety of sample lessons in different subject fields. These lessons are designed to suggest ways in which some of the important reading skills can be developed, practiced, and reinforced.

Every subject field has its own language, its own vocabulary. So too with reading. To provide a common framework for understanding the contents of this set of guidelines, a glossary has been included listing only those terms which are considered essential to an understanding of the ideas which are being presented.

There must be common agreement and understanding on the part of all teachers in all disciplines and at all levels of instruction, that a concentrated emphasis is required in the teaching of word recognition and reading comprehension skills if there is to be any dramatic improvement in the academic achievement of students. To this end, the general guidelines which make up the first part of this report are presented for the purpose of familiarizing instructional personnel with those critical areas where assistance in reading can be provided by teachers other than reading specialists.

Teachers of subject fields should not feel that they are expected to be master teachers of reading. Each subject area, however, does require reading skills of a special nature, skills that are an integral part of the content. It seems reasonable then, to expect the subject matter teacher to be responsible for providing carefully planned reading activities related to his particular field; and creating a learning environment in which all students are helped and encouraged to use those skills associated with meaningful reading. Improving a student's ability to read specific content material will improve his general reading ability as well.

GENERAL GUIDELINES

I

TEACHERS IN CONTENT AREAS AT ALL LEVELS SHOULD KNOW THEIR OWN FIELDS THOROUGHLY, SHOULD UNDERSTAND THE READING PROCESS, AND SHOULD BE PREPARED TO HELP STUDENTS MASTER BOTH THE SUBJECT CONTENT AND THE SKILLS AND ARTS OF READING:

They should understand that listening and speaking skills provide a strong foundation for reading and for coordinating the past experiences of students with material to be read. These past experiences may have been actually lived (real), may have been experienced through reading or through the senses (vicarious), or may have been simply dreamed (imaginary).

They should know that the reason for a particular lesson involving reading or a reading assignment must be clear to them and to their students. They should know that the following student behaviors, necessary for understanding any subject, must be taught:

- Students should be able to clarify and discuss vocabulary, terminology and concepts in a particular subject field. This should precede silent reading.
- Students should be encouraged to derive the meaning of unfamiliar words or terms from the way in which they are used in the sentence. (context clues)
- Students should be able to read the material in the content field at an appropriate speed and with comprehension.
- Students should be able to react to what has been read in such a way that it is clear that what has been read is understood.

II

TEACHERS IN CONTENT AREAS AT ALL LEVELS SHOULD BE ABLE TO ASSESS STUDENT NEEDS, SINCE CLASSROOM INSTRUCTION IS MOST EFFECTIVE WHEN IT IS BASED ON A CAREFUL ASSESSMENT AND DIAGNOSIS OF THESE NEEDS:

The Concept of Motivation

To motivate learning is to stimulate and challenge the active interest of the learner in a particular study by appealing to his associated interests or by employing certain special aides or devices.

Motivation is considered strongest when it emanates from the student's personal experiences. A student's day-to-day life, his hobbies, his interests, his friends and theirs are the best springboards from which to jump. The gladiators, the Knights of the Round Table, the Crusaders are all made of interest--readable--if they can be shown to be at one and the same time both different and like the men, the boys of today.

Teachers should arouse or restore the natural curiosity of the student in developing his learning experiences.

Motivation involves not only arousing interest but also establishing purposes for learning. If the purpose for learning is evident, the time and energy expended will bring a reasonable return in knowledge gained and used.

The teacher should always be mindful of this salient fact:

> The teacher is responsible for promoting growth IN reading and growth THROUGH reading. Growth in reading and growth through reading are continuous from the initial steps in reading through graduate study.

IV

TEACHERS IN CONTENT AREAS AT ALL LEVELS SHOULD BE FAMILIAR WITH THE MECHANICAL SKILLS RELATED TO SILENT READING, AND MUST HELP ALL STUDENTS DEVELOP THESE READING BEHAVIORS. (HERE THE SEQUENTIAL INVENTORY OF READING SKILLS AND THE CHARTS, DEVELOPMENTAL STAGES IN THE PROCESS OF LEARNING READING SKILLS, WILL BE EXCEPTIONALLY HELPFUL, AND SHOULD BE USED AS A REFERENCE.)

Students must be able to:

- Demonstrate the use of left-to-right progression as a learned habit. (The students understand that reading in English is from left-to-right.)

- Demonstrate proficiency in the use of the return sweep. (The student's eye movement is from left-to-right across a line of type followed by a sweep back to the next line of print.)

Teachers of subject fields should:

Know that pupil needs can be determined through a study of formal and informal test results.

Be prepared to examine data in cumulative record folders, but must not depend exclusively upon the sometimes subjective material found there.

Observe the behavior of individual students carefully and critically, looking for different learning styles, evidence of physical or emotional problems; reactions to reading.

Provide many opportunities for oral interaction and discussion involving students.

III

TEACHERS IN CONTENT AREAS AT ALL LEVELS MUST RECOGNIZE THAT READINESS AND MOTIVATION ARE PRIMARY FACTORS IN THE DEVELOPMENT OF THE READING PROCESS

The Concept and Purpose of Readiness

Reading readiness is a term used to suggest that a child or an adult has reached a level of educationa, psychological or emotional nature. Readiness is an important element at all stages of reading growth.

The concept of readiness is basic to all instruction.

Individual differences make it mandatory that different approaches be considered in planning reading readiness activities.

William S. Gray, one of the distinguished authorities in the field of reading, has identified seven essential pre-requisities to reading. They are:

.Wide experience
.Reasonable facility in the use of ideas
.Reasonable command of simple English sentences
.A relatively wide speaking vocabulary
.Accuracy in enunciation and pronunciation
.Reasonable accuracy in visual and auditory discrimination
.Keen interest in learning to read

For the specific reading readiness period, a background of information pertinent to that which is to be read is important.

- Read sentences of known words with fluency and few regressions. (In general, regressions occur at points where students are confronted with unfamiliar words. The smooth reading sweep is interrupted by the students re-reading of the part of the sentence up to the difficult word. One or more regressions may occur at the same point.)

- Read in phrases or thought units.

- Skim pages to locate a specific word or idea or general information.

- Scan pages to get an overview of the material to be read or to find information.

- Read with eyes and without lip movement or vocalization. (A student vocalizes in silent reading when he mouths the word audibly.)

- Adjust speed of reading according to the level of difficulty, the nature of the material being read, and the purpose for reading.

- Demonstrate an increase in the perceptual span. (The student is able to read longer phrases and thought units in a single sweep of the eyes.)

- Make the transition needed to read a variety of types of materials.

- Read with understanding.

V

TEACHERS IN CONTENT AREAS AT ALL LEVELS SHOULD BE FAMILIAR WITH THE MECHANICAL SKILLS RELATED TO ORAL READING. (THE SEQUENTIAL INVENTORY WILL PROVE HELPFUL.)

They should help students:

- Demonstrate the use of visual perception (what he sees) before reading aloud.

- Enunciate clearly, using appropriate voice, (loud and soft), pitch, (high or low), and stress, (accent), to show meaning and interpretation of written materials.

- Read with a flow of words equal to his normal speech pattern.

- Read with few fixations (stopping at an unfamiliar word) and regressions (one or more backward eye movements which occur when the reader meets an unfamiliar word.)

- Read with proper phrasing of thought units.

VI

TEACHERS IN CONTENT AREAS AT ALL LEVELS MUST REALIZE THAT ONE OF THE BY-PRODUCTS OF HETEROGENEOUS GROUPING IS THE CLASSROOM IN WHICH STUDENTS HAVE A WIDE RANGE OF READING ABILITY. THIS HETEROGENEITY NECESSITATES:

- Grouping and regrouping students to the extent possible, on the basis of the teachers' judgment of their reading ability within the framework of the subject requirements.

- Providing students with a variety of reading material, both commercial and teacher-made.

- Recognizing that some students learn more effectively when taught with approaches which utilize various types of manipulative materials and multi-media and multi-sensory aids such as films, filmstrips, slides, tapes, records, study-prints, pictures and transparencies.

VII

TEACHERS IN CONTENT AREAS AT ALL LEVELS SHOULD INVESTIGATE THE MANY TECHNIQUES AND DEVICES WHICH CAN BE USED TO DEVELOP AND REINFORCE READING SKILLS BY:

- Using pictures to clarify concepts and vocabulary.

- Clarifying word meaning and concepts by having students pantomine them or act them out using language.

- Using flash cards to review, drill and reinforce vocabulary.

- Labeling objects and items in room displays and exhibits.

- Using texts and manuscripts which are synchronized with records and/or tapes. (Students can listen and read at the same time.)

- Using groups of pictures and sets of objects to teach sequence, order and classification.

- Using games to match terms and their meanings, objects and their use, titles and their paragraphs, and questions and their answers.

- Utilizing manipulative materials and visual aids such as slides, filmstrips, films, filmloops, transparencies pictures, study prints, charts, maps and globes to stimulate oral language and to develop and reinforce concepts.

- Using newspapers in all content areas

  a. Scanning the front page shows that headlines contain main ideas. Separate headline from stories to help students see how details support main ideas.

  b. Using other parts of the paper for specific content. For example:

     1. Editorial pages and political cartoons-- English and Social Studies

     2. Sports pages - Athletics

     3. Advertisements - Business and mathematics

     4. Cartoons - Sequence in language arts

     5. Specific articles - Science and other subjects

     6. Analysis of accident report - Driver Education

- Using learning styles of students to help them to master and to love reading. For example:

  Permitting active students to form living sentences which can be read silently or orally. (In this activity, individual students hold flash cards containing words, phrases, and clauses. They physically group and regroup themselves to form different sentences. Physicalizing behavior in this manner helps to reinforce learning and provides for the hyperactive student.)

- Letting those who learn best through manipulation trace and handle letters, words, and objects.

- Using listening posts to permit students to listen or to listen and read at the same time.

- Filling the classroom with colorful books and other multi-level materials.

- Borrowing library baskets.

VIII

TEACHERS IN CONTENT AREAS AT ALL LEVELS SHOULD KNOW BASIC READING TERMINOLOGY, IN ORDER TO SHARE A COMMON READING LANGUAGE AND IN ORDER TO READ INTELLIGENTLY MATERIALS PREPARED FOR USE WITH STUDENTS. THE FOLLOWING GLOSSARY CAN SERVE AS THE STARTER FOR A MUCH LONGER LIST WHICH WILL GROW AS THE TEACHING OF READING PROCEEDS IN ALL SUBJECT AREAS:

STRUCTURAL ANALYSIS SKILLS

Compound words - Words composed of two or more words that combine their meanings to make a new word. (steamboat, dime store, merry-go-round, blue bird, bluebird)

Root words - Base words to which prefixes (impolite) suffixes (talkative) and inflectional endings (playing, player, played, plays, churches, man's, biggest, bigger) may be added

Inflectional endings - Meaningful elements that are affixed to the ends of words to form plurals (churches), the possessive case of nouns (boy's), the past tense (raced), the third person singular (it's), the present participle of verbs (walker, walks, walking), and the comparison of adjectives and adverbs (sooner, soonest)

Suffixes - Meaningful elements that are affixed to the ends of words (follower, admittedly, happiness)

Prefixes - Meaningful elements that are affixed to the beginning of root words or derived or inflected forms (repay, untruthful)

Syllables - Word or parts of words in which a vowel sound is heard (man, dis, ad, van, taged)

Consonants - Speech sounds that are produced by interrupting or modifying the outgoing air or breath by some organ of articulation such as lips, teeth, tongue or hard or soft palates

Vowels - Speech sounds produced by an unobstructed flow of breath

PHONETIC ANALYSIS SKILLS

Beginning Consonant Sounds - Those sounds heard at the beginning of words (bad, do, fat, go, he, jam, kind, land, me, no, pan, run, sit, tell, very, will, yet, zero, child, she, thin, then)

Final Consonant Sounds - Those consonant sounds heard at the end of words

Consonant Blends - Two or more consonant sounds that occur together without intervening vowel sounds (pl in play, bri in bribe, scr in scream, str in astride, mps in glimpse)

Diphthongs - Successions of two vowel sounds that are joined in a single syllable under a single stress (boy, toil, house, cow)

Digraphs - Combinations of two letters that have one sound (ch in check, ea in each)

Possessives - Possessives denote ownership or possession (my, our, his)

Contractions - Words formed by leaving out one or more letters, writing two words together and using an apostrope for the omitted letters (isn't, they're, can't, she'll)

Accents - The degrees of relative loudness with which syllables are spoken. In words of two or more syllables, one syllable is accented or stressed more than the other or others. A shift in accent can affect word meaning. (con'tract and con tract'; pres'ent and pre sent'; ob'ject and ob ject') A clapping of hands may be used to identify the number of syllables in a particular word.

Rhyming Words	-	Words which rhyme at the end (racing and pacing, man and fan)
Consonant Substitutions	-	New words formed by substituting one consonant sound for another (man - can; boat - goat)

VOCABULARY DEVELOPMENT TERMS

Antonyms	-	Words that mean the opposite of other words (noisy-quiet; fast-slow; happy-sad)
Synonyms	-	Words that have the same meaning or nearly the same meaning as other words (freedom-liberty; pretty-beautiful; display-show; say-talk)
Homonyms	-	Words which have the same sound as other words but different meanings and spelling (hair and hare; heard and herd; great and grate; break and brake; beet and beat)
Homographs	-	Words which have the same spelling as other words but different meanings and origins (mail meaning letters and mail meaning armor; bow meaning a tie and bow meaning to bend)
Picture Clues	-	Using picture clues (items, objects, marks, symbols) to clarify and unlock the meanings of words)
Structural Analysis	-	The means by which a reader identifies meaning units in words and sees relationships between inflected and derived forms and their roots. Structural analysis is concerned with the identification of root words, prefixes, suffixes, and inflectional endings.
Word Recognition Skills	-	The use of context clues, structural analysis and phonetic analysis as aids to word recognition.

IX

TEACHERS IN CONTENT AREAS AT ALL LEVELS SHOULD KNOW THE PROFESSIONAL RESOURCES AVAILABLE TO THEM WITHIN THEIR OWN SCHOOLS, WITHIN THE SCHOOL SYSTEM, AND WITHIN THE CITY, (PERHAPS EVEN OUTSIDE OF THE CITY.)

They should be aware of the roles of reading teachers, specialists, and diagnosticians and should know when and where to refer students for help.

They should know what their own needs are, and should know how to secure the staff development they may need.

They should know the resources of the School Library Services, and that the following library activities reinforce reading skills:

- Time is provided for free reading
- Time is provided for the use of materials:
  - --kept in the school library
  - --kept in the classroom collections
- Adults maintain records of types of pupil reading:
  - --voluntary (free) reading
  - --curriculum-related reading
- Pupils maintain records of types of their reading:
  - --voluntary (free) reading
  - --curriculum-related reading
- Reading aloud to pupils is done by:
  - --adults
  - --pupils
- Booklists are prepared by:
  - --pupils
  - --adults
- Guidance in reading is given to the individual pupil through:
  - --conferences
  - --provision of individualized reading lists
  - --assistance in location of library materials
  - --assistance in selection of library materials
- Library materials are used for teaching of individualized reading
- Field trips are made to the public library
- Discussion is held with pupils about:
  - --history of books and libraries
  - --authors and illustrators
  - --reading pupils have done
- Book games, puzzles, quizzes, contests are scheduled
- Dramatization based on reading occurs as:
  - --pantomine
  - --puppet show
  - --skits
  - --choral reading
- Pupils' work based on their reading includes:
  - --creative writing
  - --art work
    - --posters
    - --book jackets
    - --book illustrations

--bulletin boards
--displays and exhibits
--book talks, reports, reviews

- Classroom collections are available for pupils from the school library
- School library materials circulate to pupils for home reading
- Instruction in the use of available library resources is given to pupils
- New pupils are oriented to the library
- Use of reference books and tools is taught
  --to individual pupils
  --to small groups of pupils
  --to class groups
- Instruction in the following is given:
  --types of books:
    --fiction
    --non-fiction
    --biography
    --fairy tales and folklore
    --"easy" books
  --arrangement of materials in the library
  --use of shelf headings
  --parts of books:
    --author
    --title
    --table of contents
    --index
    --illustrators
    --side and running heads
  --alphabet
    --in locating books on shelves
    --in using card catalog
    --in using encyclopedia, dictionary, index
  --use of:
    --unabridged dictionary
    --encyclopedia
    --card catalog
    --cross reference
    --analytics
    --Dewey decimal system
    --indexes
    --almanacs
    --atlas
    --biographical dictionary
    --magazines
    --periodical indexes
    --quotation books
    --maps, charts, and graphs
  --how to:
    --browse
    --select a book
    --make a bibliography
    --make a reading record

--take notes
--outline
--write a book review or report
--scan

They should know what and where the Educational Media Center is, and how it can help them by:

- Producing and making available video-tape programs in which teachers of content subjects demonstrate specific ways in which they reinforce the development of reading skills.

- Providing films and filmstrips which may be used to stimulate reading in content areas.

- Providing facilities, materials and technical assistance and in-service training in the production of teacher-made materials and in the use of educational technology including the tape recorder, record player, overhead and opaque projector, movie projector, 8mm single concept loop projector, slide-filmstrip projector, cameras, 3M copier, the listening center and card reader, video-tape machine, drymount press, tachistoscope, controlled reader.

- Providing a loan service for equipment as well as for films and filmstrips.

- Seeking out and purchasing effective commercially produced materials which can be used to teach subject-matter content and stimulate and reinforce skill development in reading.

X

TEACHERS IN CONTENT AREAS AT ALL LEVELS SHOULD BE FAMILIAR WITH ENRICHMENT RESOURCES IN THE SCHOOLS, IN THE CITY, AND WHEREVER THEY CAN GET MATERIALS OR CONSULTANTS TO ENRICH THE EXPERIENCES OF STUDENTS

The following community resources provide excellent opportunities for motivating and enriching learning:

. museums
. public libaries
. art galleries
. concerts
. theaters

- parks
- stores
- planetarium
- courts
- utility companies
- airlines and airports
- public buildings

The City offers many valuable learning resources which relate to specific curriculum areas. These resources help students see that their concerns are important to teachers as well as to students. The following examples are representative of these specific resources:

- The Anacostia Neighborhood Museum
- The Drum and Speark Book Store (collections of black literature)

The City's human resources include:

- The Inner Voices (a creative drama group from Lorton Reformatory which tells the drug abuse story)
- Government officials
- Parents
- University personnel

ART EDUCATION

Specific Guidelines

ART EDUCATION

The teacher of art at any level should have a thorough knowledge of his subject, and should be able to use the reading process with students to teach them content and, as an additional bonus, to sharpen their reading skill.

"Art in the school is both a body of knowledge and a series of activities which the teacher organizes to provide experiences related to specific goals." NAEA position statement in 1968.

The primary purpose for the study of art by elementary school children rests on the humane and aesthetic values to be derived from the world around them.

Since art is a universal subject the imaginative competent teacher, quite simply, relates art to reading.

To do so with the most simple of terminology we begin with:

1. Language - (the child describes his painting to the teacher and class).

2. Language - written (the child writes a story about his painting).

3. Symbolism - (the child transfers his painting and story into an imaginary work).

4. Imagery - (the perspective in the work of art changes with the growth of the child. Such statements as "near and far", "light and dark", "high and low" are transferred from 2-dimensional work.

5. Logical Sequence - (the making of a non-fiction and fiction).

   Logical Sequence - (the making of a film).

   For example: The class writes, directs and films an event such as child creating a work of art which goes into a museum.

6. The aesthetic and appreciative evaluation of a work of art based on History.

7. Art is a visual essay of the pupils' environment using his experiences and mode of expression to create.

"While reading and writing are essential skills in the contemporary world, and perfection of them constitute a major part of basic education, feeling and experiences are equally important and can be communicated in forms other than but including words". The Arts, Education, And The Urban Sub-Culture.

Sample Lesson - Art

Art frees the thinking of pupils. Pupils discover and explore what different art materials or media can do which leads to creative art activities. Art helps pupils to write, talk and identify words.

Motivation of Art activities is based on the experiences and needs of city youngsters. During this period, they relate their ideas which form the basis for the art activity, example, painting. The pupils learn words related to painting.

Art Vocabulary for Painting

1. paint brush #12
2. paper 18 x 24
3. colors
   primary colors or first colors or original colors - red, yellow, blue.
   mixing colors
   secondary colors or second colors - orange, green. violet, or purple.
   tertiary or third colors - red orange, yellow orange, yellow green, blue green, red violet, blue violet.
   tints and shades of colors.

Pupils must say how to use colors and must know the color words. They must be able to spell the words.

After the painting lesson pupils write stories or legends about their work. They learn to write clear sentences and read what they have written. Labels made by pupils are placed on the words.

We feel that this is a natural way to learn reading as an extension of speech.

BUSINESS SUBJECTS

Specific Guidelines

BUSINESS SUBJECTS

The teacher of business at any level should have a thorough knowledge of his subject, and should be able to use the reading process with students to teach them content and, as an additional bonus, to sharpen their reading skill.

The teacher of business subjects, both skilled and non-skilled, should recognize the development of good reading skills as one of the important processes through which students learn. Every lesson, therefore, should involve some utilization of the reading process as a technique for developing sound business concepts, values, and career goals as well as the development of useful manipulative skills.

In addition to the general guidelines for developing reading skills indicated for all content areas, the teacher of business should provide experiences in which

THE STUDENT DEVELOPS FACILITY IN READING
- Understands how to attack new words
- Understands how to select the main idea
- Understands specialized vocabulary
- Notes details and their significance
- Interprets facts and opinions
- Understands the meaning of the author
- Utilizes listening, speaking, and writing skills to reinforce facility in reading

THE STUDENT LEARNS TO READ AND FOLLOW DIRECTIONS
- Understands directions on how to operate and manipulate machines
- Utilizes directions in planning and preparing typewritten material and in problem solving
- Reads and interprets graphs, tables, charts, etc.

THE STUDENT DEVELOPS FACILITY IN ANSWERING QUESTIONS
- Knows how to identify a question
- Knows how to arrive at answers to specific questions
- Knows how to draw logical conclusions
- Consults other resources for making comparisons

THE STUDENT DEVELOPS FACILITY IN INTERPRETING AND SOLVING PROBLEMS
- Understands how to identify parts of a problem
- Understands how to arrange steps in sequence
- Understands how to note details
- Knows how to make a plan for solution
- Knows how to make judgments

Sample Lesson - Business Education

RECONCILING THE BANK STATEMENT

Materials Needed

Overhead projector, wax pencil, canceled checks, bank statement, reconciliation form

Objectives

To learn the purpose of a bank statement and reconciliation.
To learn the procedures in reconciling a bank statement.

Background Needed

Concepts	Opening an account Depositing funds Writing and endorsing checks
Vocabulary terms	Check register or stub Raised check Stop-payment order Deposit slip

Motivation (Reading and Interpreting)

Show:	Bank statement and checkbook stub or register
Explain:	Parts of bank statement and reconciliation form
Discuss:	Actual bank statement balance and checkbook balance. Possible reasons for differences in balances.

Language Development Activities

Ask:	Meaning of word "reconcile."
Discuss:	Meaning of new vocabulary terms: Canceled checks, check stubs, check register, raised check, deposit slip, stop-payment order, maintenance of service charge.
Show:	Samples of items related to new vocabulary
Illustrate:	Steps in reconciling a bank statement using a chalkboard or overhead projector.

Reinforcement Activities (Understanding specialized vocabulary)

Review:	Use word cards for new and supportive vocabulary. Hold up each word card. Have students pronounce word. Call on students to match words with items displayed on desk, bulletin board, or in textbook.

Questions?

Sample Lesson -- Business Education

New Learning Experience (Following directions)

Give students written directions for reconciling a bank statement.
Assign a bank reconciliation problem from textbook.
Direct students to follow directions step by step in making reconciliation.

Individualized Assessment

Individually assist students as they attemp to follow directions for reconciling a bank statement.

Home Assignment (Understanding the author's meaning)

Assign the reading of Pages 179-186 for review.
Remind students to note special printing devices which help in understanding the author's meaning-marginal notations, bold face type, italics, section headings, etc.
Complete reconciliation statement started in class.

DRIVER EDUCATION

Specific Guidelines

DRIVER EDUCATION

The teacher of driver education should have a thorough knowledge of his subject, and should be able to use the reading process with students to teach them content and, as an additional bonus, to sharpen their reading skill.

Vocabulary Building

General Guidelines - Driver Education has vocabulary sets peculiar to this area of competence. Comprehension of these words or work series are prerequisite to functioning properly in the discipline. These must be identified and mastered before content area of discipline can be attacked fruitfully.

Specific Guidelines - Extract a vocabulary list for each lesson. Use for word comprehension study and drill prior to delving into subject matter content.

Reading Comprehension

General Guideline - There are basic concepts which form skeletal structures around which subject content is affixed in an orderly progressive manner. Understanding of these concepts is basic to orderly progression through the discipline. These should be identified and mastered in the progress of the course presentation.

Specific Guideline - Extract basic, root concepts in each discipline. Arrange for presentation as paragraph meaning i. e. reading comprehension. Drill this area until the concept is thoroughly understood.

Sample Lesson - Driver Education

Concept to be developed

Evolution of traffic laws
New vocabulary - compliance, radar, revocation. VASCAR and and selective enforcement.

Supportive skills needed (review)

Researching of documents (use bibliography, table of contents and index).

Supportive vocabulary needed (review)

Automotive and legal terms.
Getting started (exploration and motivation)
Traffic speaker explains ticketing procedure (guest speaker)
Question and answer session
Discussion of related documentation
traffic handbook, D. C. Code, uniform Vehicle Code
Language development actions
Recording legal terms and vocabulary on black board or utilizing visual aids (magnetic or felt boards).
Reviewing derivation of terms (root word concepts, prefixes, suffixes, etc.)

New learning experiences

Regrouping students for work sessions
Groups will utilize teacher - provided materials for structuring sub-content reports.
Recording reports presented orally to class
Reviewing class accomplishments

ENGLISH

Specific Guidelines

ENGLISH

The teacher of language arts and English at any level should have skill in listening, speaking, reading, and writing; should be competent in the content of his subject, and should be able to use the reading process with students to enhance their own facility with language and literature. In addition to those items previously cited as important for all content area teachers, these teachers must develop the following behaviors in students:

The student identifies relationships between parts of words (especially such known forms as pre-, post-, -al, -able, etc.) and makes guesses about the meanings of words containing such parts.

The student identifies relationships between words in a sentence or in groups of sentences. Given a sentence like "The lonely lunch was a sad one," for example, he sees a relationship between lonely and sad, and gets word meanings from context. He seeks further clues in sentences and paragraphs preceding and following these sentences and checks his guesses against information in a dictionary. (At another level, the sentence may be. "The solitary meal was a dreary one.")

The student identifies logical sequence in a story, perhaps first with pictures or other symbols, with sounds or spoken directions; later with non-fiction and with fiction of various kinds.

The student understands the exact and literal meaning of what he reads, because he knows the meanings of individual words, their relationships, the logical sequence of ideas, and the sentence structure of our language. Where words and phrases have several meanings, he learns to use context clues to elicit the meaning intended.

The student understands the figurative meaning of what he reads, knowing that figures of speech, symbolism and imagery are used in all forms of communication. He learns to distinguish between literal and figurative meanings as he develops in reading skill.

Sample Lesson - English
Struggle Against Poverty

(This can be coordinated with the social studies lesson)

Getting Started (Motivation and Exploration)
Photographs from newspapers and magazines; The Family of Man
Films: The Blue Dashiki Lonnie's Day
Question: Why are some people poor? Have you seen poverty?
(Use real, vicarious and imaginary experiences)

Purpose: Understanding that poverty exists everywhere
Providing reading experiences which will help students know what poverty is and how it has influenced literature.

Language Development (and vocabulary)
Poverty unemployment impoverished hunger
wages (bread - cabbage - pay)
Use word attack skills after finding out whether or not students have experienced these words. (Flash cards, transparencies and other visual or sensory devices should be used.)

Extension of Language Development:
Poverty of soul, of the spirit, of the mind
Hunger for affection; for love

Guidance: (Choose any story about poverty)
Steinbeck: "The Scorpion"
Gregory: "We Ain't Poor; Just Broke"

Scan the story for pictures, key words, or phrases
Answer specific questions about evidence of poverty
Work in small groups with different stories or with different sets of questions. (Some slower readers may listen to the story on a record or tape.)

Assessment and Follow up: Find and bring to class other articles or stories about poverty. Find in these the words and ideas discussed today.
Take photograph or make a film about poor people (or poverty).
Write a poem or a story about poverty of the soul, the mind or the or the spirit; hunger for love or affection,
Make a collage, prepare a bulletin board, or arrange a display of some kind on this theme.
Use the library to find books, particularly biographies about poor people who have achieved.

Sample Lesson - English
How To Read a Newspaper

Use your newspaper to practice skimming. Read any article of considerable length, reading the lead paragraphs only. Then, select the particular facts about which you would like to know more. Skim the article to find this information. This is selective reading, and it can help you speed down the long, narrow lanes of newsprint with plenty of reading horsepower.

Use your newspaper to skim for specific details. It is not enough to skim for the broad, general ideas only. Spot the specific fact and look for a particular point of interest.

Use your paper to improve your eye span. The more visual material you can scoop up at one fleeting glance, the more rapid your reading is likely to be.

Practice a little each day with your newspaper on improving your visual span. Try looking straight down the middle of the roadway of print. With one fixation look at the middle word in each line down the column. At the same time try to read with the "corners" of your eyes the words that recede from your field of vision on either side.

Take a ruler and draw a line from top to bottom, down the middle of the column. This serves as a quick point of fixation for each line of print, there focus your eyes quickly, and keep them there. Do not sneak side glances, but fixate at the midpoint and look and with the corners of your eyes.

Use your newspaper to help you remember details. Keep a note pad close by when you read your paper. Use the margins, if necessary, as a daily workbook to help you remember details.

Use your Newspaper to Practice Reading Key Words and Phrases. Headlines are key words and phrases that give you the gist of news.

WILD MILK TANKER CRASHES, 3 KILLED

HOME TOWN, U. S. A. July 21 --A fifteen-ton milk tank trailer-truck hurtled down a hill here out of control this afternoon, rammed a smaller truck from behind, and caused a spectacular multiple crash in which three persons died and ten were injured.

Altogether, thirteen vehicles figured in the disaster.

The tanker lost its braking power on the sloples of Route 17, which becomes North Main Street in this village, gateway to the Upstate vacation area.

The lead paragraph contains 3 points:

Point 1. Milk tanker goes wild
Point 2. Other vehicles involved.
Point 3. Persons killed and injured.

Expansion: Point 2

Expansion: Point 1

Suggestion of Point 3

Sample Lesson - English
Directed Reading Lesson

Vocabulary:

1. a crystal chandelier
2. a board with splinters
3. a room bare of furniture
4. landings on the stairs

Preparation:

1. Have you ever talked with your mother about what she would like you to be in life?
2. What advice did she give?
3. What was the main idea of her advice?

Questions:

The students should be able to answer the following questions from their reading:

1. What is meant by "life for me ain't been no crystal stair"? (Int.)
2. Have you seen a chair with tacks, splinters, and broken boards? (F)
3. What kind of life would have tacks, splinters, and broken boards? (Int.)
4. What do you think a "bare life" is? (I)
5. How has themother struggled with her life? (I)
6. What advice does she give her son? (F)
7. Why does she say he must "keep climbing"?

Read:

1. silent
2. oral

MOTHER TO SON by Langston Hughes

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor
Bare.
But all the time
I'se been a-climbin' on
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it's kinder hard.
Dont't you fall now
For I'se still goin', honey,
I'se still climbing',
And life for me ain't been no crystal stair.

Culminating Activities:

Divide the class into three groups. The first group will work independently and make a comparative study of psychological and physcial strivings from personal experiences. Students may work orally. The second group will interpret the psychological strivings involved in "We Real Cool" by Gwendolyn Brooks. The third group will emphasize physical strivings illustrated in "To James".

FOREIGN LANGUAGE

Specific Guidelines

FOREIGN LANGUAGE
For Reading in Target Language*

The teacher of foreign languages at any level should have a thorough knowledge of his subject, and should be able to use the reading process with students to teach them content and, as an additional bonus, to sharpen their reading.

The student learns to associate the appropriate graphic symbols with sounds for which they stand.

The student draws meaning from the printed page through recognition of changes in meaning caused by modifications in structure.

The student learns to read directly in the foreign language without being confused by syntactical arrangements.

The student learns to recognize in context a wide range of vocabulary items with sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words and expressions.

The student becomes able to read everything from newspapers to works of literature. This implies a basic knowledge of the history, literature, current world position, etc., of countries in which the language is spoken.

The student learns to read directly without constant recourse to a bilingual vocabulary list.

Specific Guidelines
For Reading in Native Tongue

The student will learn oral skills--with emphasis on precise sounds, enunciation and precision--that he can transfer to English.

The student will learn grammatical constructions and structures in the Foreign Language and realize by their similarities and differences the nature of his own language.

The student will learn to translate from the target language into good English--literally or freely.

The student will learn to read good English and translate from it into the target language.

The student will broaden his vocabulary--derivatives, cognates and the like--which will increase his understanding of his own language.

The student will amass a quantity of knowledge--mythology, literature, customs and civilization--which will broaden his experiences and make general reading in his native language more meaningful.

*Grittner, Frank M. Teaching of Foreign Languages, Harper and Row, New York, 1969, pp. 82-83

Sample Lesson-Foreign Languages

French-I

Objectives: (See Guidelines: Section I, II, III, Section II-II, III, V, VI:

To build on students' inherent interest in geography and expand this to include foreign countries
To increase knowledge of country being studied
To increase vocabulary--in target language and English
To note similarities between words in French and English, with special regard to the pronunciation

Materials:

Text: O'Brien et al, French I, "Deuxième Causeri sur la France," p. 195
Visual Aids: World map, maps of France (Geographical and industrial)

Motivation:

General review of known geographical data about country being studied: boundaries, rivers, mountains (See "Première Causerie," p. 120

Procedure:

Pronunciation drills (concentration on "en-em-an" sound
Words: le centre, dans, l'étudiant, important, grand, la Manche, l'Angleterre
Reading of text by groups and individuals
Vocabulary development, with special attention to cognates: la fabrication, le centre, la rayonne le velours, etc.

Assignment:

Further reading and oral or written reports on France, its cities and commerce

Sample Lesson - Foreign Languages

Grade 6 Spanish FLES

Objectives: Related Guidelines: Section I--I, III, VI;
Section II--II, V, VI
To read well and with understanding a passage on "Bullfighting"
To increase knowledge of Spanish-speaking countries and their customs
To increase awareness of similarities between nations and peoples despite differences in language and customs
To increase vocabulary in target language--and native tongue

Materials:

Text, Schmitt, Let's Speak Spanish 3, "La Corrida de Toros," p. 131
Visual aids: Clocks, calendar, pictures of plaza, animals, bull, toreador, muleta, map of Spain, photographs of Manolete and El Cordobes

Vocabulary:

Old: To be reviewed, including "ar" verbs

New: Corrida, Picador, Matador, Toreador, Muleta, Banderilla
Verbs: Salir and other "ir" verbs

Motivation:

Discussion in target language (and English, where necessary) of national sports, sports figures, weather, clothing, etc.

Procedure:

Oral question-answer drill on subject matter of text.
Pronunciation drills: old and new sound patterns.
Reading of passage, according to general FL reading techniques (Group reading, individual reading, questions on passage, adaptation)
Study of cognates: "Popular, trompete, bande" etc.

Assignment:

Independent reading and reports on famous Spanish sports heroes

Sample Lesson- Foreign Languages

Grade 6 - Latin FLES

Objectives: (See Teachers' Manual--Introduction, pp. IV-VIII and General Information, pp. 1-2) To begin the transition toward emphasis upon reading in Latin, the target language, with stress upon accurate pronunciation as well as comprenhension. To provide a basis for understanding mythology and its significance in the lives of the Roman people. To impart to the students the importance of Greek and Roman mythology as a background for our own English literature.
To continue acquisition of Latin vocabulary and the building of a strong English vocabulary by means of mastery of Latin roots, prefixes, and suffixes.

Materials:

Text, Lingua Latina Pueris Puellisque Exposita (page 17) developed by the Department of Foreign Languages
Visual Aids--Pictures of gods and goddesses,
Flashcards containing phrases for drill and review,
Map of classical mythology (or any map of Greece and Rome),
Pictures of planets and constellations having names derived from Romam and Greek mythology.

Vocabulary:

Ordinal numbers reviewed for use in drill, e. g., Tertius dies erat dies Martis, etc, Review of puella, puer, discipula for concept of masculine-feminine (and singular-plural). New words- deus, dea, rex, regina, bellum, caelum, amor, ignis

Motivation:

Discussion of the word "mythology" and its significance to the Roman people. Mention of popular myths of our own times. (Paul Bunyan, Johnny Appleseed, John Henry, etc.)

Procedure:

Oral drill using review and new vocabulary with flashcards and pictures
Identification of pictures of gods in response to "Quis est?" (Teacher models first, then elicits responses) Reading aloud of passage, "Dei Romani" according to general foreign language reading techniques--group, individual, questions on passage, adaptation.

Application of Roman mythology and vocabulary to our own language--jovial personality, Roman deity, cereal foods, belligerent nations, regal appearance, celestial bodies, martial music, ignite, amorous, etc.

Assignment:

Completion of study sheets containing pictures and symbols of the gods with accompanying identification in Latin. Student should list at least one English derivative beside each picture.

HEALTH EDUCATION

Specific Guidelines

HEALTH EDUCATION

The teacher of Health Education at any level should be competent in the content of his subject and have skill in listening, speaking, reading, and writing; he should be able to use the reading process with students to enhance their appreciation of the written word.

The student learns to identify the relationships between words and parts of words and is encouraged to attempt to make associations between similarities in prefixes, roots, suffixes, antonyms, synonyms, etc.

The student develops facility in drawing logical conclusions and learns to use resources for making comparisons.

The student develops an awareness of his importance in the process of learning to share the ideas of others through the written word.

Sample Lesson - Health Education

Understanding Our Feelings, Attitudes, and Abilities

GRADE EIGHT

Materials Needed

Blackboard, chalk, eraser

Objectives:

To gain further understanding of mental health and personality

To help students define in their own minds the concept of personality and mental health

Motivation:

Ask students to write a personality profile of themsleves.

Supportive Concepts:

Everyone has some traits which are less desirable than others.

When you know yourself you can begin eliminating the undesirable traits and substituting more desirable ones for them.

Vocabulary Needed:

1. carefulness
2. helpfulness
3. loyalty
4. sense of humor
5. consideration
6. cheerfulness
7. reliability
8. sportsmanship
9. tactfulness
10. curiosity
11. kindness
12. honesty
13. sympathy
14. thoughtfulness
15. selfishness
16. moodiness
17. discourtesy
18. conceited
19. vain
20. boisterousness
21. aggressiveness
22. docility
23. slyness
24. habit
25. trait
26. feeling

Vocabulary Development Activities:

Ask class to read aloud, individually, the traits they have written for their profiles.

Write a list of these traits on the blackboard under two headings:

1. Good personality traits
2. Bad personality traits

Reinforcement Activities:

Allow students to orally pronounce and define the terms.

Teacher emphasizes the roots, prefixes, suffixes, antonyms, synonyms, and context clues fo words.

HOME ECONOMICS

Specific Guidelines

HOME ECONOMICS

The teacher of home economics at any level should have a thorough knowledge of his subject, and should be able to use the reading process with students to teach them content and, as an additional bonus, to sharpen their reading skill.

Introduce and encourage students to use specific and technical vocabulary that pertain to home economics.

- word meaning, pronounciation, and spelling
- synonyms - decorative, ornamental
- homonyms - waist, waste; beat, beet
- homographs - baste, fold, cream

Develop in students standards of precision and accuracy in reading directions by

- arranging list of events in sequence
- arranging steps in a process of experiment
- recognizing hints and clues to future action

Encourage students to identify specific details by

- locating specific facts
- interpreting descriptive words and phrases
- selecting facts to remember and to support main ideas
- verifying answers

Develop in student the ability to draw inferences by

- drawing conclusions
- forming generalization from two or more related facts
- observing cause and effect relationships
- making judgments that justify solutions to problems
- making judgments that result from sifting fact from opinion
- interpreting character and feeling by comparing characters and situations
- interpreting character and feeling by evaluating attitudes

Develop in students study skills techniques to guide them in

- locating information
- organizing information obtained
- interpreting what is read
- retaining what is read

Sample Lesson - Home Economics

Lesson: 9th Grade

Dry and Moist heat methods of Meat Cookery in preparation for a dinner.

Objectives:

To clarify the basic methods of cooking - dry and moist heat.

Motivation:

Display on bulletin board pictures of prepared foods that use various dry and moist heat methods of cooking.

Show film or film strip on dry and moist heat methods of cooking.

Supportive Concepts:

Dry heat methods are usually used to prepare tender cuts of meat.

Moist heat methods are used to prepare less tender cuts of meat.

Vocabulary needed:

Dry heat	Moist heat
Broiling	Stewing
Roasting	Braising
Frying	Simmering
Sauteing	Pot - roasting

Vocabulary Development Activities:

1. Pronounce each term for class with them repeating in unison.
2. Assign two recipes to a group of four students and have them classify the recipes under dry or moist heat according to ingredients.
3. Allow each group to develop a meaning for the terms assigned to the group according to the similiarities discovered in the recipes.

Reinforcement Activities:

1. Permit each group to write on chalkboard and read to the class the meaning of the two terms they developed.
2. Compare meaning developed in class with those found in text.

New Learning Experience:

1. Each group will select a recipe that represents each of the dry and moist heat methods of cooking.
2. Plan a menu around each recipe selected that could be prepared in the laboratory.

Follow-up experience:

Home assignment

Each student will plan a market list and work schedule for one of the menus planned by the group.

INDUSTRIAL ARTS

Specific Guidelines

INDUSTRIAL ARTS

The teacher of industrial arts at any level should have a thorough knowledge of his subject, and should be able to use the reading process with students to teach them content and, as an additional bonus, to sharpen their reading skill.

Motivational

Each industrial arts laboratory should have an area to house reference, resource and related reading materials. Students should be encouraged to read about tools, machines, materials and technology: their invention, contributions to civilization, use and care of, etc.

Structure of Letter Forms

Drafting is an essential tool in all of the industrial arts. In addition to learning to properly form letter shapes (upper and lower case) the students will be taught the common sounds that are associated with each letter.

Use of Industrial Arts Processes in Teaching Reading

1. Reading Blue Prints
2. Nomenclature of tools, machines, materials and processes
3. Comparison of meanings of words (same spelling - point, plane, saw)
4. Role playing

vocabulary development-reading comprehension

Classroom techniques (activities) for improving reading comprehension

- Using commercial, teacher-made and student-made crossword puzzles employing technical vocabulary
- Preparing examinations requiring reading to writing short answers
- Constructing projects which reinforce reading skills such as word-wheels, flash cards (using printing and graphic processes), etc.
- Assigning students the task of developing and constructing teaching aids which improve reading skills in the industrial arts laboratory

Sample Lesson - Industrial Arts
Reading Lesson in Wood Shop

Purpose: To develop the ability to understand the special vocabulary in wood shop.

Materials: Overhead projector
Examples of the tools displayed on bench
Newspaper advertisement - Notes

Motivation: Show class newspaper advertisements for carpenters. Ask the pupil to tell what he thinks he would do if if he were to get the job.

Ask student what tools he used. Tell students that it is important to be able to identify the tools that are used when building.

Direct Teaching Techniques:

Use word cards for each vocabulary word. Hold up each word card card. Pronounce word. Have students pronounce word. Call on students to match words with tools laid out on bench or table.

If students cannot match word cards with the tool, the teacher will match the word with the tool.

After all tools have been matched, have boys pair words that have similar use. (Ex.: saw, hacksaw, bits, auger, countersink)

Place booklet, "The Little Carpenter," on overhead projector. Discuss each picture. Have students read explanation under pictures.

Evaluation:

Discuss how reading can help a person to become a better carpenter or carpenter's helper or any other kind of worker.

Pass out notes to each student with a request for tools. The note might read as follows:

"Michael, I'm up on the fourth floor.
Please bring me the following tools."

VOCABULARY

1. tool box
2. carpenter
3. hammer
4. tack hammer
5. ball-pein hammer
6. soft face hammer
7. saw
8. hack saw
9. key hole saw
10. coping saw
11. Phillips screwdriver
12. screws
13. plane
14. bit brace
15. bits
16. countersink bit
17. auger bit
18. expansive bit
19. chisels
20. measuring tools
21. Steel square
22. try square
23. folding wood rule
24. steel tapes
25. long steel tape
26. tape rule
27. level
28. lunch box

Note: Do not attempt to cover all words in one lesson.

MATHEMATICS

Specific Guidelines
MATHEMATICS

The teacher of mathematics at any level should have a thorough knowledge of his subject, and should be able to use the reading process with students to teach them content and, as an additional bonus, to sharpen their reading skill.

Reading Skills employed in the study of mathematics fall, generally, into the categories of picturing the framework of a problem, comprehending a question, analyzing the problem in detail, and reading and following directions.

Students will need help with word-attack skills as well as comprehension skills. By the time the student reaches the secondary level, phonic readiness has usually been developed. The teacher needs to reinforce word attack skills (structural analysis and phonetic analysis skills) as students attack new words or specialized vocabulary.

To reinforce and extend comprehension skills, the mathematics teacher should provide experiences in which students:

Associate the written word with the spoken word;
Translate mathematical sentences into verbal sentences, and conversely;
Interpret mathematical symbolism;
Interpret graphical material
Compare quantities;
Identify component parts of a problem;
Arrange steps in a sequence;
Interpret quantitative material;
Note details and their significance;
Interpret special vocabulary;
Identify facts and relate them;
Categorize relevant and irrelevant materials;
Interpret descriptive words and phrases;
Make a plan for solution;
Weigh evidence;
Draw conclusions;
Make judgments;
Associate concepts with real experiences.

Sample Lesson - Mathematics

Grade 7

Unit: The System of Arithmetic Numbers

Lesson: Identifying a Proportion

Objective: To identify a proportion.

New Vocabulary Needed: proportion, means, extremes, cross-products.

Supportive Concepts Needed: Ratio, ways of expressing a ratio, equal ratios.

Supportive Vocabulary Needed: Ratio, equality.

Lesson Development

Getting Started: Have class members roll discs of 6" and 12" diameter (or any discs whose diameters are in the ratio of 1:2 or some other ratio easy to handle) along a line. Mark on each disc the point on which the rolling is to start. Note the number of full turns made by the small disc as the large disc makes one full turn. When this has been observed, pose the question "when the large disc turns twelve times, how many turns has the small disc made?" Students giving correct responses will be asked how results were obtained. Select response which gives the best lead to the review of the ratio concept.

Reinforcement: Review meaning of ratio, ways of expressing a ratio and the need for careful attention to the order requested in a comparison or ratio. (This reinforces the comprehension skills of interpreting special vocabulary and comparing quantities.)

Written activity: On ditto sheet have students examine regions which have been sectioned and parts of which have been shaded. For each, they are to state the ratio of the shaded portion to the unshaded portion, of the shaded portion to the whole, and of the unshaded portion to the shaded portion. (Reinforcement of the comprehension skills of following directions, noting details, expressing a ratio, and arranging things in order.)

Have class give other names for the numbers used in expressing the ratios in the written exercises. (Supplying equal ratios or equivalent fractions.)

Language Development:

Proportion	pro-por-tion	syllabication
means	meien - intermediary, middle	root word
extremes	extremus - on the outside	root word
cross-products		compound word

New Learning Experiences:

The learner should

Examine pairs of ratios in a given set. Which are equal? Write equations that state that two ratios express the same relationship.

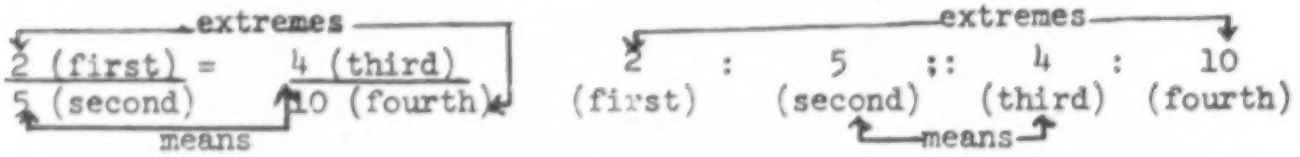
Use name "proportion" for the statement of two ratios.

Write proportions using the fraction form and using the colon.

Identify members of a proportion (the first, second, third, and fourth members).

$$\frac{2\ \text{(first)}}{5\ \text{(second)}} = \frac{4\ \text{(third)}}{10\ \text{(fourth)}} \qquad \underset{\text{(first)}}{2} : \underset{\text{(second)}}{5} :: \underset{\text{(third)}}{4} : \underset{\text{(fourth)}}{10}$$

Use the special name assigned to the first and fourth members, and the special name assigned to the second and third members.



In the proportions written, compare the product of the means with the product of the extremes. (comp. skill - comparing quantities.)

Make a generalization about cross-products in a proportion. (comp. skill drawing a conclusion.)

Follow-up Activity:

Examine a set of exercises in which statements are made about equality of ratios. Some are true and some are false. Use the test of finding cross-products to determine which statements are true. You will then have picked from the set those statements which are proportions.

Sample Lesson - Mathematics

INTRODUCTION TO METRIC MEASUREMENT
(Mathematics and Science)

Objective:
To select an appropriate metric unit for measuring length, volume, or weight.

New Vocabulary Needed:
WORDS: Meter, Liter, Gram PREFIXES: Milli, Centri, Deci

Supportive Concepts Needed:
Different kinds of measurement require different kinds of units.

Supportive Vocabulary Needed:
Measure, Measurement, Linear Units, Units of Volume, Units of Weight

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Lesson Procedure:

MOTIVATION - Class reads, discusses, and acts out the story of the FAMILIES OF METRIC CENTER (See attached.)

REINFORCEMENT ACTIVITIES - Pupils review by demonstration and/or explanation the measurement in the following examples of TIME, DISTANCE, CAPACITY, or WEIGHT.

a. How long is the milk break?
b. How far is it from the door to the window?
c. How much sand can this box hold?
d. How heavy is a book?

LANGUAGE DEVELOPMENT ACTIVITIES - 1. The story enjoyment and the activity review steps of the motivation and reinforcement sections (above) should involve a maximum number of children in
- open discussion (guided by the leader to provoke free response)
- explanation of activity and selection of proper measuring units
- question/answer response

2. Ask children to describe the ways by which their selections (of units) might differ for measuring
   - short things, such as pencils, paper clips
   - longer things, such as flagpole, height of window-pane
   - small things, such as coins, erasers
   - heavier things, such as full bags, paste jars.

(Note that this type of experience and analysis is meant to re-emphasize that size of unit is important, just as type of unit is, for **all** kinds of measurements.)

NEW LEARNING EXPERIENCES - Relating now to the story information and to the familiar experiences of this and prior lessons, show children the tools of metric measurement, and discuss (by involving them) the purpose of each type. (Meter stick, Graduated cylinder, Metric scales)

Let children choose their own groups for measuring and recording their findings, in appropriate metric units, on the following:

a. the weight of two paper clips
two pennies
two dimes
two sticks of gum

b. the length of a pencil
an eraser
a side of the room
a side of a notebook

c. the volume of a teaspoon
a milk container
a chalk box
a large jar

FOLLOW-UP EXPERIENCES - Children will need several repetitions of this or similar lessons, particularly the actual application of metric measure to things in their experiences.

THE FAMILIES OF METRIC CENTER

A STORY TO READ

Have you met the wonderful families of Metric Center? There are three of them, and they are very special. Each family trains its members to do one kind of job well, and they do it so well that the people in other communities affectionately call them by nick-names which they have given them because of their jobs.

But of course we must tell you their names, their nick-names, and their jobs now before we tell you something else very special about the wonderful families of Metric Center.

Their last names are METER, LITER (pronounced 'leeter'), and GRAM. Their nick-names are 'Line-em-up', 'Fill-em-up', and 'Weigh-em-up.' Can you guess what their jobs are?

All three of the families work for the MEASUREMENT CORPORATION. The Meters do all the measuring of length, the Liters do all the measuring of volume, and the Grams do all the measuring of weight.

There is something else that you will like about these wonderful families; it is how they name their family members. All three of the families have one member named MILLI, one named CENTI (pronounced 'sen-ti'), and one named DECI (pronounced 'dessi'). Milli is the tiny one, so all smallest jobs can be done best by Milli. Centi is slightly larger, so most larger jobs are done best by Centi. Deci is larger still, so Deci handles most of the large jobs, if they are not too large.

(Note: You can get to know these good workers very well by practicing some of the work that they do. Your teacher will help you.)

NOTE TO TEACHERS:

The lesson called Introduction to Metric Measurement includes the following basic principles of development of Language Arts:

1. Studying (reading) a selection to enhance understanding

2. Developing study techniques for specific content application

3. Reinforcing general reading skills (i. e., recognizing main idea, selecting new words, using contextual clues, etc.)

4. Reinforcing specific reading skills (relating new words in a sequence of size to each other, just as is often done with numbers; attaching prefixes to root words to form other words, etc.)

5. Working on differentiated assignments

6. Noting and recording results of activities.

7. (Others to be filled in by teacher)_____

MUSIC

Specific Guidelines

MUSIC

The teacher of Music at any level should have a thorough knowledge of his subject, and should be able to use the reading process with students to teach them content and, as an additional bonus, to sharpen their reading skill.

I. The student learns to listen for differences in pitch and dynamics in teacher singing and phonograph records.

II. The student uses auditory perceptions skills through listening to the basic elements of music: rhythm, melody, harmony, form and tone color. Listening experiences are related to group singing, group playing of instruments, teacher performance or recorded music.

III. The student uses visual perception skill to translate musical symbols into sound: Note Reading

(Letter names of notes may be used in word games.) Interpreting expression marking indicated by symbols.

IV. The student learns word meaning and interpretation through a study of lyrics.

Phonic and structural analysis through lyrics
Literal and implied meaning of words used in the lyric of songs

V. Student develops language experience skills through scanning poetry for a possible rhythmic setting and through the creation of original songs.

VI. Student is motivated to read through study of the biographies and works of musicans and other aspects of music history and appreciation.

Junior High
Sample Lesson - Music

READING SKILLS

The students uses auditory perception skills through listening to the basic elements of music: rhythm, melody, harmony, form and tone color.

CONCEPT

A stated melodic theme and a contrasting theme form the basis for the two and three part song form. Example: "Camptown Races" Stephen Foster, (Two Part Song Form) Discovering Music
"Get On Board" Negro Spiritual DMT 7th Grade, Together
(Three Part Song Form) Follett, p. 78 7th Grade - Follet p. 77

NEW VOCABULARY

Form: Binary A (Statement); B (Departure) Descriptive Terms Used:
Ternary A (Statement); B (Departure); C (Return) Repetition Symmetry
Contrast Unity
Balance Variety

Supportive Skills - Language Experience - Oral English
Discuss similarities and contrasts in rhythmic pattern
Discuss similarities and contrasts in melodic lines
Discuss variations of stated thereas.

Supportive Vocabulary - Word Perception

Musical Motive	Musical Phrase	Musical Period
Sequence	Form	Pentatonic
Measure		Syncopation

I. GETTING STARTED: Motivation and Exploration: Teacher establishes a setting for song, Teacher sings song to class, or teacher plays song on piano or students listen to recording of song.

Procedure:
1. Assign like and unlike phrases to specified groups with class for performance
2. Discuss motives, phrases and periods. Illustrate pentatonic with 5 black keys on piano.
3. Clap "off-beat" to illustrate syncopation in "Get On Board"

II. LANGUAGE DEVELOPMENT
Teacher should encourage students to associate sound of music with sight of musical score through use of music textbook or notation of melody on chalkboard. Class should then relate aural and visual experiences with the appropriate literary expression. For example, balance and symmetry may be illustrated by pointing out that the stated theme at the beginning of "Get On Board" is followed by a contrasting theme, and finally a return to the first theme. ABA Form.

Sample Lesson - Music

III. NEW LEARNING EXPERIENCES

1. Class should be able to sing songs with better understanding of total song form.
2. Class should understand AB Form as well as ABA Form.
3. Class should be able to express orally their understanding of these forms.
4. Class should be able to pronounce, spell and explain all terms in the new and supportive vocabulary outlined above.

Skill or concept to be developed - Learn to sing "Vacation is Over" p. 2, Music for Young Americans.

New Vocabulary - vacation, school, everybody, everyone.

Supportive skills needed (review) - Finding the correct page. (Use table of contents, if possible). Learning a song by rote.

Supportive vocabulary needed (review) - musical terminology (i.e. clef, staff)

I. Getting started (exploration, motivation, etc.)

A. Children discuss return to school briefly.
B. Pupils examine book illustrations and pictures from supplementary sources
C. Teacher sings song while children tap index fingers rhythmically together (Books closed).

II. Language development activities

A. Introduce memory aid words and other new vocabulary on blackboard or other visual aid. (Clap rhythm of words to assist in pronunciation.)

III. New learning experiences

A. Teacher sings song while children hum.

B. Teacher sings first verse twice, children join in.

C. Children open books and sing first verse.

1. Children follow text silently as teacher reads words in time to the music
2. Children read in time to music along with teacher and with music accompaniment.

PHYSICAL EDUCATION

Specific Guidelines

PHYSICAL EDUCATION

It cannot be emphasized too strongly that physical education is basically an activity program, for herein lies its strength as a school subject and a teaching tool.

Physical education teachers provide the "how" and the "why" of the skill learning process and activity which results. Therefore, this offers the teacher an opportunity to strengthen the reading skills of their students through the "how" and the "why."

Specifically, students will need help in comprehension of physical education vocabulary, interpretation of terms, problem-solving, analyzing rules and regulations for purposes of strategies and defenses.

The physical education teacher can further reinforce comprehensive skills of the students by providing experiences in which students:

Develop basic physical education vocabulary in sentences related to the individual or team sport

Develop listening skills to enable them to follow activity directions

Interpret directions, rules and objectives of game situations

Make decisions

Identify facts and relate them

Evaluate - make comparisons

Devise plans for solutions

Reinforce word attack skills as students attack new specialized physical education activity vocabulary, reinforce word attack skills.

Developmental Reading Skills - Through a Physical Education Activity

Unit: Team Sport - Basketball

Activity: Passing - Chest, Bounce, Overhead

Grade Level - 7th

Time - 50 minutes

1. Objectives:
   Teachers:

   . To teach skills involved in making correct passes
   . To apply skills to the game situation
   . To create an interest in playing basketball

   Pupils:

   . To learn correct ways of passing
   . To associate various basketball teams
   . To develop intelligent spectatorship and enjoyment in watching games

2. Class Procedures:

   A. Dressing and free time
      Attendance
      Announcements

   B. Warm Drills and Exercises
      Jumping Jacks
      Push-ups
      Squat thrust
      Running in place
      Grass drills

      1. Teacher explanation of lesson:

         a. Distribute hand cards to members of the class with either a rule or basketball skill listed

         b. Have students who receive a card state word giving its meaning or demonstrate the skill

         c. Develop words, concepts, skills - technical foul charging, traveling, dribble, keyhole, blocking, chest pass, overhead pass, bounce pass. These words may be written on board.

2. Pupil's reaction:

   a. Each pupil receiving card will repeat word, giving meaning of rule or demonstration of skill

   b. Remaining class members will make correction when necessary

3. Demonstrate lesson skills and divide class into several groups to practice skills of lesson - chest, bounce and overhead passing

4. Reorganize class to participate in relay games.

D. Summarize days activities, emphasizing the need for improvement.

E. Shower and dismissal

SCIENCE

Specific Guidelines

SCIENCE

The teacher of Science at any level should have a thorough knowledge of his subject, and should be able to use the reading process with students to teach them content and, as an additional bonus, to sharpen their reading skill.

Specifically in Science, the concepts, knowledges, skills, and experiential background for any students must grow out of a large group of multi-sensory and multi-media approaches involving hands-on, eye-seeing laboratory (and out of the lab.) exercises with things, force and energy displays so arranged and sequenced as to bring about some concept (mental image) formation and conclusions about the items under observation.

The processes of Science (doing the things that scientists do): 1. Classifying, 2. Using number, 3. Measuring, 4. Using space-time relationships, 5. Communicating, 6. Predicting, 7. Inferring, 8. Defining operationally, 9. Formulating Hypotheses, 10. Interpreting Data, 11. Controlling variables, 12. Experimenting, and 13. Making models, at any level of achievement, require the pupils to use extensively whatever communicative skills they have developed; such skills will be improved by well organized language instruction designed as a <u>part</u> of every <u>science</u> lesson.

All science involvement by teacher and pupils <u>must</u> <u>accent</u>:

Listening and speaking skills as they provide a strong foundation for reading and for relating material to be read to past, present, and future experiences, laboratory or otherwise.

Clarification and discussion of vocabulary, terminology, and perhaps concepts to precede and succeed any silent reading or laboratory work.

Encouragement to derive the pronunciation, meaning, and use of unfamiliar words or terms.

Understanding and reaction to the printed or spoken language.

Increased reading and writing speed.

The joy to be found in all kinds of science books especially science fiction, science exploration, "Current Science," newspapers, etc., and science on television.

Science teachers will strive to develop their own knowledges and skills of building-wide, city-wide, and nationally recognized language improvement programs which stress a more sophisticated and efficient approach to pupil improvement. Cooperation with building-wide programs is essential to consistency of approach in any school, the full utilization of building materials and productive dialogue between those teachers about a familiar set of pupils and their language skills.

Clear, concise, simple, pupil oriented planning of daily lessons will consider: 1. a single objective, 2. a review of some old vocabulary words needed to reach the objective, 3. a review of supportive concepts, 4. new vocabulary, 5. new concepts, 6. a variety of activities to promote accomplishment of the objective as well as pleasure (perhaps fun and humor) in doing so.

A SAMPLE GUIDE FOR A DAILY LESSON

Unit of Study: Material Objectives

Grade Level: Primary

Skill or concept to be developed (objective): Objects can be grouped according to certain properties

Behavioral Objective(s): The students will group objects; placing wood objects into one group, metal objects into one group, and plastic objects into another group.

New Vocabulary (list): Material, wood metal, plastic

Supportive concepts needed (review): There are many kinds of material objects, (matter).

Supportive vocabulary needed (review): Matter, objects, properties, size, color, shape, texture, group

Materials needed: A collection of objects in the classroom, magnifying glass, paper plates, or styrofoam tops from childrens' school lunch plates.

GETTING STARTED (exploration, motivation, etc.)	VOCABULARY DEVELOPMENT ACTIVITIES	REINFORCEMENT ACTIVITIES	NEW LEARNING EXPERIENCES
1. Each student is given several (8-10) objects. 2. Then tell the students, "Put the objects together that belong together."	1. The students explore concrete objects, (hands-on activities) 2. The students tell why they put certain objects together. 3. As the teacher shows samples of the objects, she introduces the new vocabulary. 4. The students manipulate the sample objects of metal, wood, and plastic. 5. Question, answer period. 6. During discussions, the teacher records students responses. 7. Students then read the responses and the new vocabulary.	1. The children are asked to touch an object and to name the material of the object. 2. The written word is then matched with the object. (Flash cards.) 3. Teacher assists students translating their observations into descriptive phrases for oral and written communication.	1. Students put all wood objects in one group, all plastic objects in one group, and all metal objects into another group. 2. Ask students, "What properties did you use to group your objects?" (OVER)

Individualized Assessment: Each student used the property materials (wood, metal, plastic) to place their objects into three groups.

FOLLOW-UP ACTIVITIES

1. Have the children bring in samples of woods, metals, and plastics from their own environment (home, etc.).

2. Display the woods, metals, and plastics in the Science Activity Center where interested groups can use them.

A SAMPLE GUIDE FOR A DAILY LESSON

Unit: **Machines**

Grade Level **5-6**

Skill or concept to be developed (objective) **Work can be measured.**

Behavioral Objective(s) **The student will measure work in foot pounds.**

New Vocabulary (list) **Foot pounds (structural analysis).**

Supportive concepts needed (review) **Levers and pulleys make work easy by trading force for distance.**

Supportive vocabulary needed (review) **Work, force, lever, pulley, distance, weight, foot pound measure.**

Materials needed **Scales, books, pulleys, levers, rulers, camera and/or tape recorder.**

GETTING STARTED (exploration, motivation, etc.)	VOCABULARY DEVELOPMENT ACTIVITIES	REINFORCEMENT ACTIVITIES	NEW LEARNING EXPERIENCES
Pre-requisite to lesson: 1. A field trip to observe the construction of the subway in downtown Washington. 2. Record and/or take pictures of machines in use. 3. On the day this lesson is to be taught, play tape of sounds or show pictures of machines.	1. Ask students to identify machines and to explain the kind of work being done by the machines. 2. Record responses and/or make a word list. 3. Have students read their written responses.	1. Give each student a pulley or a lever. 2. Ask the students to compare the two simple machines (which you have given them) to the machines on the pictures taken at the subway construction site. (Reading special vocabulary.)	1. Give the students a spring scale and a ruler. 2. Ask the students to weigh a book. (Any book that weighs a pound.) 3. Next, the student is asked to use the pulley or the lever to raise a book weighing one pound to a height of one foot. 4. The teacher then asks the students to explain the activity performed in terms of weight and distance. (Problem solving.)

Individualized Assessment **Each student will measure work in foot pounds and can perform divergent activities with varying weights and heights.**

A GUIDE FOR A LESSON

Subject Light

Skill or concept to be developed (objective) that different materials act upon light in varying ways.

New Vocabulary (list) transmission, transmit, translucent; opaque

Supportive concepts needed (review)

Supportive vocabulary needed (review) overhead projector, transparency

GETTING STARTED (exploration, motivation, etc.)	REINFORCEMENT ACTIVITIES	VOCABULARY DEVELOPMENT ACTIVITIES	NEW LEARNING EXPERIENCES
Teacher can use an overhead projector, ask pupils purpose of, -- no picture on screen, why? (pupils say turn on light), still no picture, why? (pupils say place picture on machine) teacher puts opaque picture on screen - still no picture why? (pupils say wrong kind of picture, etc) Through questioning teacher gets statement that 2 things are necessary for picture to appear on screen: 1. light 2. proper kind of material This information leads to statement of problem - How do different materials affect transmission of light?	A. Pupils: read aloud 1. materials needed 2. instructions B. Pupils observe teacher follow instructions C. 1. Read questions silently 2. Answer questions D. Pupils read answers to teachers after observing and reading explanation E. Teacher may ask for oral reading from Explanation to verify or clarify answers	Statement of problem leads to chalkboard word study - transmission of light transmit the radio signal translucent lampshade opaque wall Structural Analysis used here: Ex. tran/mis/sion across send the act of	Pupils now play a letter substitution game: From light to _____. They are reminded that they began with a transparent material and ended with an opaque material. The letter substitution game begins with light and ends dark.

This lesson has been demonstrated for the teachers of Backus and Taft Junior High Schools by Mrs. Evelyn Wormley of Backus; also, for a group of student teachers at D. C. Teachers College by an instructor there.

Individualized Assessment Pupils study 3 drawings and determine whether materials represented in drawing is a transparent, a translucent, or an opaque material.

SCIENCE

For the Observers (Teachers)

Teacher aim: To develop the concept that different materials act upon light in varying ways.

Behavorial goal: By observing the transmission of light through various materials, the pupil will identify these materials as transparent, translucent or opaque on the basis of their affect on light.

Teacher reading aim: To use certain work perception skills in analyzing terms necessary for the understanding of the subject matter content.

Reading related skills:

1. word perception
   a. seeing
   b. saying
   c. writing
   d. reading

2. work analysis
   a. attack
      1. prefixes
      2. roots
      3. suffixes

Note: The same lesson may be accomplished through the use of the dictionary to further analyze each word, to understand its pronunciation, syllabication and definition.

3. silent reading

4. oral reading

5. reading enrichment for reinforcement
   Game - use of letter substitution to change the meaning of a word.

   From light to dark
   From transparent to opaque

For the Pupils

Study Sheet

PROBLEM: How do different materials affect the transmission of light?

INTRODUCTION: Will light pass through a piece of cardboard the same way it will pass through a piece of glass? What is the difference among the terms transparent, translucent, and opaque?

The answers to these questions may be found by carrying out the following investigations.

INVESTIGATION A

Pupil reads aloud to teacher - - - - - Materials: Glass, paper, wood, flashlight

Pupil reads aloud to teacher - - - - - Instructions: Observe the glass, the wood, and the piece of paper in the beam of the flashlight.

Pupil reads silently - - - - - - Questions:

1. Does the same amount of light pass through each material?
   Yes_____ No_____

Answers questions-

2. Underline the word which describes how much light passes through each material.
   a. glass . . . all, some, none
   b. paper . . . all, some, none
   c. wood . . . all, some, none

Reads silently--- then if necessary reads orally verify or clarify answer

Explanation: Each material affects the <u>transmission of light</u> by permitting a different amount of light to pass through.

Study Sheet

INVESTIGATION B

Materials: Glass, Candle

Instructions: Observe the candle through the glass.

Question: Can the candle be seen clearly through the glass?
Yes_____, No_____

Explanation: Light from the candle passes through the glass and comes to your eyes. When light passes through a substance it is said to be transmitted. A material through which light can pass is called transparent.

INVESTIGATION C

Materials: Waxed paper, Candle

Instructions: Observe the candle through the waxed paper.

Questions: 1. Does some of the light from the candle pass through the waxed paper? Yes_____,No_____

2. Can the candle be seen clearly? Yes___,No___

Explanation: The waxed paper absorbs some of the light from the candle and allows some to pass through. Materials that allow some light to go through, but not clearly, are said to be translucent materials.

Study Sheet

INVESTIGATION D

Materials: Cardboard, Candle

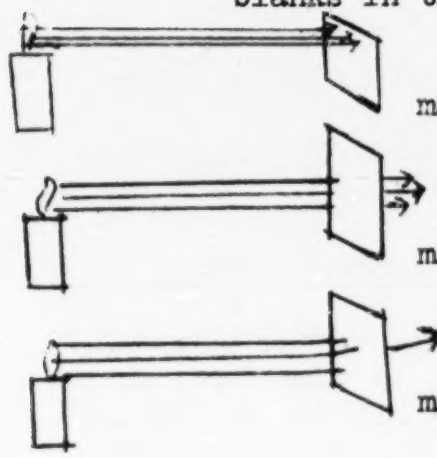
Instructions: Observe the candle through the cardboard.

Questions: 1. Can the candle be seen throught the cardboard? Yes_____, No_____

2. Does the cardboard allow any light to pass through? Yes_____, No_____

Explanation: Materials which transmit no light are called <u>opaque.</u> Many common materials such as wood, cloth, and paper are opaque.

INSTRUCTIONS: To answer the problem: How do different materials affect the transmission of light? and to prove your understanding of the terms transparent, translucent and opaque, study the three figures below and fill in the blanks in the statements for each figure.



1. _____ material

2. _____ material

3. _____ material

Figure 1 represents the affect of a _____ material on the transmission of light.

Figure 2 represents the affect of a _____ material on the transmission of light.

Figure 3 represents the affect of a _____ material on the transmission of light.

WORD RACE

FROM LIGHT TO _____.

L I G H T

L I _ T

1. Replace the two silent consonants in light with one that you can hear and you will spell what your mother writes for you when she sends you to the store.

L _ S T

2. Change the vowel and spell what we call the final word.

_ A S T

3. Change the initial sound and spell the opposite of future.

_ A _ T

4. Substitute another consonant for S and spell what is less than all.

_ A R T

5. Change your initial sound and spell what you throw in a certain game.

D A R K

6. Change your final sound and spell the opposite of light.

Teacher begins game by asking pupil to pronounce "light" - then spell spell light - Question: What letter or letters are heard when we spell the word, but are silent when we pronounce it=
Answer gh.

Teacher asks for other words with silent gh - might, light, night, etc.

Teacher asks pupils to omit silent gh = might, light, night, etc

Teacher asks pupils to omit silent gh from might.
Mi_____t = Now substitute a consonant which will make or spell the name of a place where money is made, or a flavor for candy.

Mint = Now begin your word race.

SOCIAL STUDIES

Specific Guidelines

SOCIAL STUDIES

The teacher of social studies at any level should have a thorough knowledge of his subject, and should be able to use the reading process with students to teach them content and, in addition, to sharpen their reading skill.

1. Applying Reading Skills To:

    a. Develop social studies vocabulary
    b. Locate the main idea
    c. Identify supporting ideas
    d. Distinguish between fact and opinion
    e. Recognize propaganda and/or biases
    f. See cause and effect relationships
    g. Draw conclusions and predict outcomes
    h. Discover generalizations

2. Developing Map and Globe Skills in the Following Areas:

    a. Perceiving time, space and direction
    b. Understanding geographic terms
    c. Interpreting symbols
    d. Using the legend
    e. Selecting appropriate maps to fit specific purposes

3. Developing a Sense of Time and Chronology:

    a. Using a time line to facilitate the development of his sense of chronology
    b. Arranging a series of related events in chronological order
    c. Bridging the gap between the present and the period he is studying
    d. Using terms involved in our system of telling time
    e. Interpreting correctly, time words of varying degrees of definiteness

4. Interpreting Pictures, Charts, Graphs and Tables:

    a. Understanding the use and value of these materials
    b. Judging the appropriateness, accuracy and adequacy of these materials

Sample Lesson - Social Studies
The Congo

Grade Six

Instructional Reading Level
Grade Four

Unit: Emerging African Nations

Learnings or Concepts to be developed:

Africa is a land of contrasts.
Africa's varied topography and climate lend themselves to all kinds of livelihoods.
The above factors have caused African cultures to differ.
A spirit of nationlism is growing stronger in Africa.
Understanding, sympathy, and respect for the peoples of Africa are needed in order to achieve a greater understanding of their varied problems.

Motivation or Getting Started:

Pupils will view, study and discuss slides on life in Africa.
Pupils will examine and discuss artifacts and realia from Africa.
Pupils will identify and interpret location, distance, topography, and climatic conditions from a map of Africa.
Pupils will skim through magazines and newspaper to find current material of Africa.
Pupils will browse in the library to find books about Africa.

Materials:

Basal Text - Knowing Our Neighbors Around The Earth, Chapter 8, Pages 236-256.
Slides
Realia and Artifacts
Magazines - Life, December 5, 1969 - Georgraphic, Volume XCIX
Globe, Maps, Yearbook
Newspapers
Record Player and Records

Vocabulary Development:

destructive (suffix)
per/mis/sion (syllabication)
elephant ("ph" - "f" sound)
brained (digraph)
firewood (compound word)
jungle (unaccented "l")
sign (silent "g")
sharp-eyed (hyphenated compound)
special (schwa sound)
eokas (contentual clue)

Specific Objectives:

Pupils will be able to locate the Congo using Washington, D. C. as a reference point.
Pupils will learn and use new words associated with life in the Congo.

Pupils will list items found in their readings under the following catagories:

	FOOD	INDUSTRIES	CUSTOMS
1.			
2.			
3.			
4.			
5.			

Pupils will identify problems encountered in living in the Congo. Pupils will suggest possible solutions to some of the problems presented in their readings.

Directed Reading Activity:

Questions
1. Where does this story take place? (Factual)
2. What is Efeloko's home like? (Factual)
3. What is a jungle? (Vocabulary)
4. Give another name for a termite. (Vocabulary)
5. Why were the villagers upset in this story? (Inferential)
6. Would you lie to live in the Congo? Why or why not? (Inferential)

Follow-up Activities:

Pupils will assess and evaluate their group discussions and activities.
Pupils will identify the specific objectives mastered.
Pupils will reread the story to prove points, clarify ideas, etc.
Pupils will write individual and composite stories on the Congo.
Pupils will listen to records and do interpretive African dances.
Pupils will share their library books in a wide variety of ways.
Pupils will compare articles and utensils of Africa with those used during the American Colonial Period.

Library Books for Children:

Arkhurst, J. C., Adventures of Spider
Bernheim, Marc and Evelyne, A Week In Aya's World
Bertol, Roland, Sundiata: The Epic of the Lion King
Chu, Daniel and Skinner, Elliott, Glorious Age of Africa
D'Amato, Janet and Alex, African Craft for You to Make
Davidson, Basil, African Kingdoms
Glubok, Shirley, The Art of Africa
Mcknown, Robin, Congo Rivery of Mystery

A Guide to a Social Studies Lesson

Concept to be developed: Physical and mental poverty

New vocabulary: unemployment, underemployment, disadvantaged, welfare, poverty, malnutrition

Supportive concepts: Poverty that existed during earlier periods of crises in American history

Supportive vocabulary to be reiewed: hunger, depression, urban, rural

Motivation:

1. Show pictures, filmstrips, and transparencies illustrating poverty

2. Write the following statement on the chalkboard; "Anybody is poor who has less than 23 cents a meal plus $1.40 for everything else." Discuss with students what they can or cannot buy with 69 cents a day for food.

Vocabulary development activities: (Use chalk board, projector or flash cards)

1. Syllabication: Have students identify the root word, the prefix, and/or the suffix of the following words:

unemployment	disadvantaged
underemployment	malnutrition

2. Word meaning from context: Instruct students to read an assigned case study or a selection and give their understanding of the words poverty and welfare.

New Learning activities:

1. Have students list and discuss at least three factors that they think contribute to poverty.

2. Have students name some regions of the country where pockets of poverty may be found and locate them on a map.

Reinforcement activity:

Have students show through examples the effect of the vocabulary words on the lives of people in their community.

Student references: (Enrichment activities)

1. Bennett and Newman, Justice in Urban American Series: Poverty and Welfare. Houghton Mifflin, 1969

2. Leinwand, Gerald, Problems of American Society: Poverty and the Poor. Washington Square Press, 1968

3. Stern and Vincent, The Shame of a Nation. Ivan Obolensky, Inc. 1965

4. Newspaper, magazines, and filmstrips

Materials:

1. Pictures, filmstrips or transparencies illustrating poverty
2. Case study selections

A GENERAL BIBLIOGRAPHY

TEACHING READING IN THE CONTENT AREAS

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Stauffer, Russell G. The Language-Experience Approach to the Teaching of Reading. New York, Harper, 1970.

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Zintz, Miles V. The Reading Process: The Teacher and the Learner. p. 211-244. Dubuque, Iowa, William C. Brown, 1970.

TEACHING READING IN THE CONTENT AREAS

Please return this sheet with your comments to your own departmental office.

1. How has this document helped you to develop attitudes and skills relating to reading instruction?

2. How have you used the contents of this document?

3. What changes do you expect to occur in your students as a result of using this document?

4. Appropriateness of Content:

   A. Do you feel that the content of the document was appropriate?

   B. What modifications do you recommend?

5. Would you commend additional materials to be offered to other teachers in your subject area?

6. What difficulties are you and other teachers in your building finding in combining reading with your subject?

7. Other Comments?